ABSTRACT

EDUCATIONAL LEADERSHIP

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A COMPARISON OF MIDDLE SCHOOL MULTIAGE GROUPING AND TRADITIONAL GROUPING ON STUDENT ACHIEVEMENT AS REPORTED ON THE ITBS IN MATHEMATICS AND READING

Advisor: Dr. Sidney Rabsatt

Thesis dated May, 1994

The purpose of the study was to investigate the effect of multiage grouping on student achievement in the areas of mathematics and reading as compared to student achievement in mathematics and reading in a traditional setting.

In evaluating the academic program of a previous school year, the principal looked at delivery models that worked or did not work to determine the needs for the following year. The problem of this study was to determine which method of grouping students has the greater effect on the achievement of sixth and seventh graders as measured by their performance in mathematics and reading on the Iowa Test of Basic Skills (ITBS).

Student achievement in reading and mathematics was determined from standardized test results of the Iowa Test

of Basic Skills (ITBS). There were four null hypotheses for this study, and all hypotheses were rejected.

The students in the multiage group scored significantly better than the students in the traditional groups in both reading and mathematics. An analysis of the *t* test results revealed that the students on the multiage team showed greater achievement in reading and mathematics than students on the traditional teams.

Finally, the local school has the advantage in creating and implementing a program that meets the needs of students. Multiage grouping is not for all students: it is not more than, less than, or better than, but simply an alternative.

A COMPARISON OF MIDDLE SCHOOL MULTIAGE GROUPING AND TRADITIONAL GROUPING ON STUDENT ACHIEVEMENT AS REPORTED ON THE ITBS IN MATHEMATICS AND READING

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THE DEGREE OF EDUCATION SPECIALIST

BY

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I am grateful for the prayers of my mom, sisters, and friends. For this blessing I have received, I give all thanks to God.

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CHAPTER I

INTRODUCTION

In a time of public demand for educational reform, many school systems and educators are examining alternative approaches to standard educational practices. The school is affected by organizational practices inherent in our schools. At no time is an examination of alternatives in the organizational structure more relevant and appropriate than today (Anderson 1987).

Research on school organization showed that schools have historically arranged students in grades based on age. A significant degree of age segregation currently characterizes schools for children and early adolescents in our society. A great deal of the existing research suggests that interactions among young people of different ages may provide unique opportunities for healthy social development (Kagan 1990). Researchers have suggested a variety of benefits of mixed-age interactions. Such interactions can provide the older children involved with the chance to practice assertive and help-giving behaviors and to develop self-confidence. Mixed-age interactions can provide the younger children in the interaction with the opportunities to

develop help-seeking behaviors and with the chance to observe and imitate older role models (Nickle et al. 1992).

Research has shown that students who perform at levels below their capabilities are at risk. Underachievers in nongraded schools or multiage groups have been found to have better self-concepts, attitudes toward school, and academic achievement than underachievers in graded situations (Pavan 1992).

The Fulton County School System has adapted what is called continuous achievement in grades K-7. Teachers are expected to start with each individual student at whatever level he or she is on the curriculum level and move the student from that point (see appendix B). Students can experience an organizational alternative, such as a multiage grouping, which promotes and facilitates continuous student achievement. The multiage plan is a change in organization, and it allows for more creative teaching to meet the individual needs of students. Additionally, it more appropriately addresses the diversity among students, creates a positive and relaxed climate, and fosters greater cooperation.

Because students learn in different ways and at different rates, the multiage heterogeneous grouping presents an organizational alternative approach to traditional classroom instruction. The arbitrary division of curriculum by age and grade levels does not always facilitate the

meeting of students' needs. Freeman's (1984) experience with the multiage classroom showed that this approach fosters an integrated approach to curriculum development, allows for differences in learning rates, and recognizes and provides a developmentally appropriate climate for students to grow academically and socially. Furthermore, it should provide teachers with a wide variety of flexible grouping patterns to accommodate continuous achievement (Cushman 1990).

Purpose of the Study

The purpose of the study was to investigate the effect of multiage grouping on student achievement in the areas of mathematics and reading as compared to student achievement in mathematics and reading in a traditional setting.

The multiage plan of this study is simply a change in organization that allows more creative teaching to meet the individual needs of students, more appropriately addresses the diversity among students, creates a positive and relaxed climate, and fosters cooperation. It is the responsibility of the principal, as instructional leader, to look at programs that will enable students to experience organizational alternatives, such as multiage grouping, which promote and facilitate continuous student achievement.

Background of the Problem

Multiage grouping, by contrast to the traditional model, enables youngsters to work at different developmental levels without obvious mediation or "going back"--a situation that can cause emotional, social, or intellectual damage--and without special arrangements for acceleration. Curriculum content can be matched to individual abilities, and youngsters have more time to assimilate and consolidate learning in a familiar environment (Cox 1983).

Advocates assume that multiage grouping affords affective benefits. Cooperation among age groups is fostered. Public and private schools that began as nongraded, emphasizing concerns for individual continuous progress, have gradually changed to a multiage vertical organizational pattern (Gaustad 1992).

A rationale frequently offered for mixed-age grouping is that a larger age span is more reflective of the child's society outside school and that children are accustomed to associating with groups covering a wide age range. This could also be seen as a reaction to changes in family structure and a decrease in contact among age groups in other settings.

The open education movement of the 1960s and 1970s often included multiage grouping as a component of instruction to provide continuous progress in schools. Pavan's (1977) survey of research studies conducted between 1968 and

1976 comparing graded and nongraded schools yielded the following conclusions:

1. Comparisons of graded and nongraded schools using standardized achievement tests continue to favor nongraded.

2. Attendance in a nongraded school may improve the student's chances for good mental health and positive attitudes toward school.

3. Longitudinal studies indicate that the longer students are in a nongraded program, the more likely it is that they will have positive school attitudes and better academic achievement and mental health. That was true for black boys, underachievers, and students of lower socio-economic status. These research findings may be attributed to components of multiage grouping such as cooperative learning, peer tutoring, and continuity in adult/child relations from one school year to the next (Elkind 1987).

Statement of the Problem

Every year, the local school administrator, the principal, has the task of looking at the curriculum and the delivery models as they relate to the student population, their academic growth, and social and emotional needs. That also means looking at achievement to determine what worked or did not work. The principal also looks at what needs to be changed and in what areas these changes need to be made.

The problem of this study was to determine which method of grouping students has the greater effect on the achievement of sixth and seventh graders as measured by their performance in mathematics and reading on the Iowa Test of Basic Skills (ITBS).

Significance of the Study

Mixed-age grouping, defined here as "placing children who are at least a year apart in age on the same academic team," recreates a pattern common throughout human history in which children of diverse ages learn together and from one another in family, village, and neighborhood settings (Katz et al. 1990, 59). In the theories of Piaget (1969), when traditional grade divisions are not imposed upon students' varying rates of development, the stage is set for establishing continuous progress in school and, thus, self-esteem is enhanced through social and academic success.

Age grouping relies on physical time rather than accommodating students' variations in physiological and psychological rates of development. Retention, transition classes, and screening procedures constitute ineffective means of matching children to the curriculum (Elkind 1987). Increasingly, principals, teachers, parents, and the top level educators are recognizing that basic skills constitute

the basics of today's curriculum. Recognition of the crucial role that social development plays on children's school achievement is reflected in the current trends toward cooperative learning, peer tutoring, and multiage grouping. Interpersonal skills may be the set of skills most important to one's employability, productivity, and career success (Chenfield 1991).

Multiage grouping, then, offers much promise in providing children with opportunities for learning from each other and for developing secure relationships with teachers from one year to the next. Student progress can be evaluated and documented systematically on a continuous basis in a multiage learning environment (Lodish 1990).

As schools strive to meet the needs of individual children, multiage grouping represents an alternative model that builds on student differences in culture and strengths in ability and motivation. Goodlad and Anderson (1987) predicted that nongrading should grow in support, as a way of accommodating individuality to a curriculum that necessarily must become more common and is sure to find a brighter place in the educational sunlight of coming years.

It was expected that implementation of this alternative model would show an increase in student achievement, especially in mathematics.

Research Questions

The following research questions were posed to guide this study:

1. Is there a significant difference between the performance of students who are multiage grouped and sixth graders who are traditionally grouped in math in a selected school system?

2. Is there a significant difference between the performance of students who are multiage grouped and sixth graders who are traditionally grouped in reading in a selected school system?

3. Is there a significant difference between the performance of students who are multiage grouped and seventh graders who are traditionally grouped in math in a selected school system?

4. Is there a significant difference between the performance of students who are multiage grouped and seventh graders who are traditionally grouped in reading in a selected school system?

Summary

The multiage alternative approach is found to simply create an alternative educational program in which instructional practices reflect more appropriately the developmental stages of children. It offers an environment more consistent with their world, where individual learning rates

and styles are taken into consideration when designing activities for units of study.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

The purpose of the study was to investigate the effect of multiage grouping on student achievement in the areas of mathematics and reading as compared to student achievement in mathematics and reading in a traditional setting.

The review of the literature included a study of the concept of the multiage and the traditional programs. The review has been categorized into two areas: multiage grouping and traditional grouping.

Multiage Grouping

A multiage organizational structure is characterized in the literature as one which promotes continuous achievement of students and allows for flexibility in grouping, facilitates a teacher's ability to address individual needs of students (Duffay 1966), and increases cooperative learning, productivity, harmony, and nurturance (Anderson 1989). Bouchard (1991) found this heterogeneous organizational structure to best suit students in the primary area with an age span of three years. Within that context, it was further found that grouping students with grade equivalence of

first, second, and third grades or sixth, seventh, and eighth grades allowed for the most affective and academic growth. Older students were more skilled than younger students, one factor contributing to diversity and characteristic in the multiage classroom.

In their significant book, The Nongraded Elementary School (1963), John Goodlad and Robert Anderson discussed the appropriateness of multiage classrooms as related to continuous achievement, positive climate, and increased awareness by teachers and students of the role of diversity. These strands were expanded in other literature to include significant increases in cooperative learning strategies and a decrease in competition and the recognition of the important role of flexibility for successful implementation. In later research, Anderson (1989) reaffirmed the positive characteristics of multiage classrooms in promoting nurturance and harmony and compared this multiage organizational setting to a child's normal life setting. The multiage classroom was described as an environment that encourages social growth, peer tutoring, and mentoring (Willis 1991). Both older and younger children began to see how their strengths complimented each other and began working as an active team (Sheingold 1991). Older children were seen as role models for the younger students as bonds grew between students.

The literature revealed that the research on effective schools and effective management practices is forcing educators to look at alternatives to accommodate the diversity of students in abilities, talents, interests, learning styles, and learning rates (Barbour 1990). Throughout the literature, the overwhelming reason for creating a multiage classroom was to meet the individual needs of children in a more developmentally appropriate climate (Oberlander 1989). In the daily life of children, they relate to and interact with children of various ages, interests, talents, and abilities and in so doing learn from each other. Because learning does not take place in neat, orderly steps but in spurts, children do not tend to learn in such an organized, hierarchical fashion. However, as Duffay (1966) stated, the progression of learning is continuously moving forward. This alternative program provides the teacher with the opportunity to devise learning experiences to emphasize self-direction and achievement geared to the developmental level of the child. The difference between directing the child through a set of predetermined sequences and encouraging the child to find his or her own way is the central characteristic of the multiage class (Yardley 1974).

Research has focused on five leading characteristics found in the multiage organizational program. They include heterogeneous grouping, recognition of and value for diversity, cooperation, a positive relaxed climate, and program

flexibility. Each single characteristic has a wide range of influence on children in meeting their individual needs.

The heterogeneous grouping operated on the premise that children are more successful and more productive when they work in groups (Anderson 1987). Success was not measured by how they did against others of the same age, but by how each child mastered new skills. The age spread of three years appeared to be the most developmentally advantageous for this heterogeneous organizational plan (Bouchard 1991). Within the age span and without grade barriers, Willis (1991) found students moved at their own rate of continuous achievement without suffering the stigma of being behind, which does occur in the traditional classroom. Furthermore, it has been stated that the current system of organizing schools by age-appropriate ability grouping is the worst possible strategy for maximizing the learning potential of children (Tyler 1985).

Diversity characterizes the human condition (Gay 1990) and, therefore, is a natural expectation in this alternative organizational program. Because children exhibit diversity in talents, abilities, interests, learning styles, and pace, the multiage classroom effectively accommodates the diversity and developmental levels through a myriad of instructional deliveries. Teachers design learning experiences to encourage and maintain a high degree of active student engagement, motivation of the student, and

acceptance by classmates. Students with discrepancies in ability and achievement are not viewed as different but as contributing members (Bouchard 1991).

Cooperation among students and cooperative learning strategies eliminate competition as students learn to accept and build on each other's strengths and talents. Students are seen to offer support, act as mentors and peer tutors, become empathetic to each other, and work as valuable contributing members (Duffay 1966). Students also begin to appreciate the fact that their skills compliment each other, leading to a greater appreciation of each other and the responsibility each has for one another. Cooperative learning strategies and their outgrowths (peer tutoring, mentoring) further students' respect for their own and others' dignity (Gay 1990).

The combination of cooperation, appreciation for diversity, respect, peer tutoring, and mentoring leads to a decrease in the stress level in the classroom and promotes a more relaxed, supportive environment (Freeman 1984). As alluded to previously, age-designated groups of the traditional graded classrooms have a strong tendency to increase competition and aggressive behavior (Goodlad and Anderson 1963). The multiage classroom demonstrates harmony and nurturance, leading again to acceptance of the individual. The environment becomes nonthreatening where students are more likely to be intrinsically motivated and challenged.

In a nonthreatening, noncompetitive climate, students are afforded the opportunity for continuous achievement through successful learning experiences (Evans, Corsini, and Gazda 1990).

Traditional Grouping

Since the turn of the century, educators have been ability grouping students, and yet this tracking system has not successfully met the needs dictated by diversity of children. The intent of tracking supposedly was to accommodate instruction and address the abilities, needs, and interests of students. But, in reality, it eliminated or restricted the flexible, heterogeneous groupings which, in turn, fostered cooperative learning, individualized instruction, and acceptance of diversity (Braddock and McPartland 1990). Additionally, tracking ignored individual differences in learning styles and rates and pressured students to meet standardized or grade designated objectives. Students who did not keep up were subsequently labeled (Elkind 1987). Such labeling included learning disabled, slow learner, and mentally impaired.

The effect of age organization (age-segregated vs. age-mixed) was examined within a quasi-experimental design. Sixth-, seventh-, and eighth-grade boys and girls in age-segregated or age-mixed settings completed measures of popularity perceived competence, and mixed-age and cross-sex

friendships were correlated with less advanced perceived social or cognitive development in the mixed-age setting increased the incidence of mixed-age friendships, but primarily for less intense types of friendship. However, no global effects of age organization on students' social development were found. These results suggest that the functions of mixed-age friendships vary substantially across settings (Allen 1989).

Teaching subjects in isolation was found in most traditional classrooms. This did not allow enough time to fully cover each subject area adequately. One of the most surprising findings by Anderson et al. (1985) was the small amount of time that children spent actually reading in the traditional classrooms. The skill time/reading time ratio was typically higher for children of the lowest reading ability (Allington 1983). The traditional reading classroom's time for comprehension instruction was as rare as time for actual text reading (Durkin 1978).

It was also found in the traditional classrooms that teachers chose the topics and, through feedback to students, controlled which students' answers were viewed as correct or incorrect. This meant teachers talked a lot (Tharp and Gallimore 1989). Too often, teachers were found creating activities or units instead of having student input.

Ted Sizer and members of a Coalition of Essential Schools came together to decide what governing principles

seemed to work in the traditional setting. What they found was that the curriculum was superficial across the country. A great work of literature or an important historical topic was covered in three days; biology was a course in vocabulary memorization. Attendance was far more important than serious work. The basic sound in schools was the teacher's voice, and subjects were in no way connected. The more Sizer observed secondary schools, the more he understood that they made no sense for the last quarter of the twentieth century (Goldberg 1993).

Analysis and Synthesis of the Literature

Discussion of flexibility in the multiage program design was prevalent throughout the literature, relating to effective and successful implementation of continuous achievement. Utilizing a unit (or thematic) approach in curriculum, the focus was on vertical as well as horizontal progress as students were continuously grouped and regrouped based on ability, achievement, interests, talents, study habits, and learning styles and rates (Goodlad and Anderson 1963). While students remained in the multiage setting for up to three years, this flexible arrangement alleviated repetition of work and provided continuous, unbroken progression for all students (Duffay 1966).

Only five studies of schools with individually guided education used an instrument to assess the implementation of nongraded practices. In those studies that looked at a wide variation in implementation, students in schools with high implementation of nongradedness had higher academic achievement, more positive attitudes toward school, and better self-concepts than those in schools with low implementation. Two proponents of ungraded or mixed-age classrooms found that letting pupils develop at their own pace helps those at differing ability levels push and pull each other along.

Programs that are built on such a philosophy shun the restriction of individual grade levels. They offer, instead, flexible groupings that encompass a two- to four-year span, allowing movement between levels for those pupils ready to advance or needing more help in a subject. Conventional grading assumes "that if you put children with the same age group, you can teach them all the same thing, at the same time and on the same day, and that's an error" (Cohen 1990).

One area of the literature not discussed directly involves the myriad responsibilities required of the classroom teacher. The multiage classroom requires much more work than the traditional classroom. The greater the degree of diversity, the greater the degree of individualized

instruction and utilization of flexible grouping and curriculum integration (Bouchard 1991). In addition to the work requirements, greater depth in understanding the developmental stages of children and an internalized understanding of how continuous achievement truly works (Duffay 1966) are necessary to achieve successful implementation of the multiage classroom.

Summary

Through the findings of the literature, it may be concluded that the multiage classroom creates a positive climate for meeting the individual needs of children through continuous achievement and utilization of flexibility in grouping and curriculum strategies. Students move continually forward in the supportive multiage structure. Younger children are stimulated by older children, social development is encouraged, flexible grouping and cooperative learning address learning styles and rates, and children are taught to recognize and value the diversity of the individual. A more cooperative, relaxed climate is created in the multiage classroom because students remain together for several years. The literature clearly states that while this is a successful organizational alternative for some children, it is not best for all children.

CHAPTER III

THEORETICAL FRAMEWORK

The purpose of the study was to investigate the effect of multiage grouping on student achievement in the areas of mathematics and reading as compared to student achievement in mathematics and reading in a traditional setting.

The Role of Theory

A review of the literature addressed multiage grouping and how students can benefit from this alternative approach. This study was conducted using one multiage team and one traditional team. ITBS test scores were used to determine the impact of using an alternative delivery model, multiage grouping.

Student achievement is the dependent variable. Multiage grouping and traditional grouping are the independent variables (see figure 1).

Presentation and Definition of the Variables

Student achievement: the grade equivalent as reflected in the total score earned on the Iowa Test of Basic Skills (ITBS) in the areas of reading and mathematics.

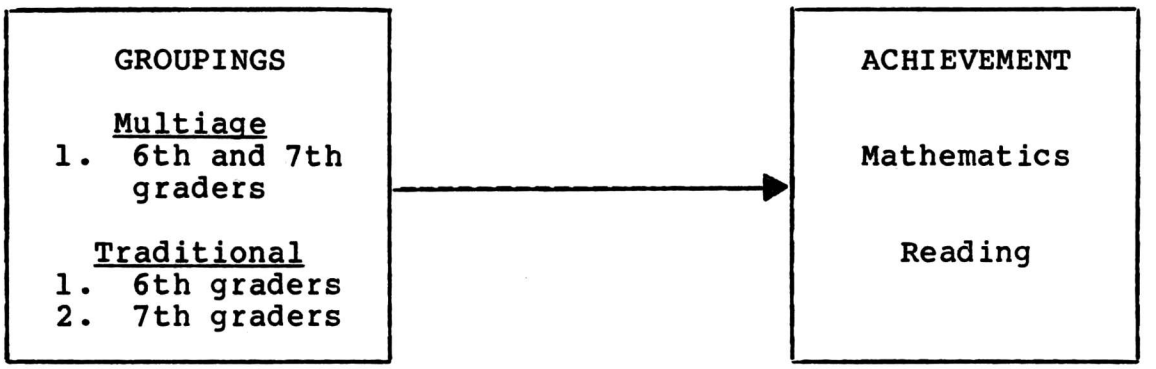


Fig. 1. Relationship of variables

Multiage plan: a change in organization which allows for more creative teaching to meet the individual needs of students, create a positive and relaxed climate, and foster cooperation for students to grow academically and socially.

Traditional grouping: the arbitrary division of curriculum by age and grade level.

Null Hypotheses

The following hypotheses were formulated to establish the relationships between the dependent and independent variables.

1. There is no significant difference between the performance in mathematics of students who are multiage grouped and sixth graders who are traditionally grouped in a selected school system.

2. There is no significant difference between the performance in reading of students who are multiage grouped and sixth graders who are traditionally grouped in a selected school system.

3. There is no significant difference between the performance in mathematics of students who are multiage grouped and seventh graders who are traditionally grouped in a selected school system.

4. There is no significant difference between the performance in reading of students who are multiage grouped and seventh graders who are traditionally grouped in a selected school system.

Limitations of the Study

The following limitations were recognized for this study.

1. The study was limited to one school system.

2. The sample size was limited to one multiage team and a group of sixth- and seventh-grade students on traditional teams.

3. Race was not a factor because students were randomly chosen for this study.

4. Data were collected from the records of the 1992-93 and 1993-94 school years.

Summary

The basic assumption suggested that multiage grouping will positively impact the academic success students experience in school. This alternative organizational model was assumed to be more conducive for student success than the traditional model. It allows the teacher to use more creative strategies, create a positive environment, and foster cooperation among students. A diagram was presented showing the interrelatedness of the variables and their impact on student achievement.

CHAPTER IV

METHODS AND PROCEDURES

Research Design

A comparative research design was selected for the study. A comparison between the variables of student achievement, multiage grouping, and traditional grouping was examined. The comparative design would determine whether there was a statistically significant relationship between the variables.

Description of the Setting

The study was conducted in a selected school system in a suburban area. The student population consisted of approximately 60 students from multiage teams and approximately 60 students from traditional teams. Approximately 99.8 percent were African Americans. Approximately 30 percent of the students lived in two federal housing projects, 45 percent in apartments, and 25 percent in single-family structures. The majority of the students were bused in.

About a quarter of the student population lived in single-parent homes. Approximately 20 percent lived with grandmothers, aunts, or other family members because of the

breakdown of the homes of their parents. A large number of the parents were single females, with most being young mothers without high school diplomas. Many of the families had two or three generations living in the same household (e.g., grandmother, mother, and children).

Approximately 72 percent of students attending the school qualified to receive free or reduced price meals. The pupil-teacher ratio was 30:1. Each team had been assigned a teacher assistant. There were four interdisciplinary teachers on each team.

Sampling Procedures

The student population consisted of approximately 60 students from multiage teams and approximately 60 students from traditional teams. The students from the sixth and seventh grades were chosen because of similar backgrounds. Students ranged in age from 11 to 13, with the highest age being 13. All of the students had attended a Fulton County school the year before. Table 1 shows other demographic characteristics for the students in the traditional sixth- and seventh-grade classes. Table 2 shows other similar demographic characteristics for the multiage group.

Working with Human Subjects

Permission was previously given by parents (see appendix A) allowing their child to participate in the study to improve student achievement using a different mode of

TABLE 1

DEMOGRAPHIC CHARACTERISTICS OF STUDENTS GROUPED TRADITIONALLY

Student Demographic Characteristics		Number	Percent
Grade:	Sixth	27	45.0
	Seventh	33	55.0
Gender:	Male	27	45.0
	Female	33	55.0
Age:	11 (all sixth graders)	20	33.3
	12 (7 sixth graders, 26 seventh graders)	33	55.0
	13	7	11.7

Source: Students' permanent record folders.

TABLE 2

DEMOGRAPHIC CHARACTERISTICS OF STUDENTS IN MULTIAGE GROUPS

Student Demographic Characteristics		Number	Percent
Grade:	Multiage, consisting of sixth and seventh graders	60	100.0
Gender:	Male	29	48.3
	Female	31	51.7
Age:	11	23	38.3
	12	33	55.0
	13	4	6.7

Source: Students' permanent record folders.

delivery (multiage grouping). Related studies to improve student achievement are, therefore, inclusively permissible.

Description of the Instrument

The total basic scores on the Iowa Test of Basic Skills (ITBS) were used to assess student achievement. The ITBS is the standardized test administered to Fulton County Schools students annually.

An examination of the class roster, Fulton County student information forms (see appendix C), and direct observation provided information on heterogeneous grouping. A review of the student selection process confirmed that heterogeneous grouping and diversity were characteristic of the multiage classrooms.

Heterogeneous grouping and diversity were determined through direct observation in the classrooms, examining class rosters and student information forms, and reviewing the student selection process of the previous year. Class rosters and student information forms offered support to heterogeneous grouping, as age and gender balance was noted.

Students' permanent record folders were utilized as supportive documentation for demographic information relating to students' age, gender, and grade. The permanent record is an individual student file of health documents, cumulative grades, demographic information, and other

student school-related documents. This file is housed in the school's main office (see appendix D).

Promoting continuous achievement throughout the curriculum using flexible grouping patterns, cooperative learning strategies, and developing a keener awareness of the role of diversity in children were the characteristics found to be prevalent in the multiage classrooms.

Data Collection Procedures

Heterogeneous grouping and diversity were determined through direct observation in the classrooms, examining class rosters and student information forms, and reviewing the student selection process of the previous year. Class rosters and student information forms offered support to heterogeneous grouping, as age and gender balance was noted.

Students' permanent record folders were utilized as supportive documentation for demographic information relating to students' age, gender, and grade. The permanent record is an individual student file of health documents, cumulative grades, demographic information, and other student school-related documents. This file is housed in the school's main office (see appendix D).

Statistical Applications

The *t* test was used to determine the level of probability that differences between the means of the two groups

of multiage grouped students and traditionally grouped students were significant. When a difference reached the .05 level of significance, the researcher concluded that the difference was significant and the null hypothesis was rejected.

Summary

A comparative research design was chosen to analyze the data collected. This statistical design allowed the researcher to determine the level of probability for differences between the two groups and make more accurate probability statements. The *t* test statistical tool was used to analyze the data and accept or reject the null hypotheses.

CHAPTER V

ANALYSIS OF THE DATA

The purpose of this study was to examine the impact of multiage grouping on achievement on the ITBS of students placed in this organizational alternative approach as compared to the traditional classroom structure. Specific research questions were developed:

1. Is there a significant difference between the performance of students who are multiage grouped and sixth graders who are traditionally grouped in math in a selected school system?

2. Is there a significant difference between the performance of students who are multiage grouped and sixth graders who are traditionally grouped in reading in a selected school system?

3. Is there a significant difference between the performance of students who are multiage grouped and seventh graders who are traditionally grouped in math in a selected school system?

4. Is there a significant difference between the performance of students who are multiage grouped and seventh

graders who are traditionally grouped in reading in a selected school system?

Testing the Null Hypotheses

Null hypotheses were developed for each research question. Each null hypothesis is tested and the results given in this section.

Null Hypothesis 1. There is no significant difference between the performance in mathematics of students who are multiage grouped and sixth graders who are traditionally grouped in a selected school system.

Table 3 shows the *t* test for Null Hypothesis 1. The degrees of freedom are 85 (calculated as 27 + 60 - 2). From table 3, at 85 degrees of freedom $1.66 < t < 1.67$ at the .05 level. Since the computed *t* value of 6.694 is greater than the *t* value of 1.67, the null hypothesis is rejected.

TABLE 3

T TEST BETWEEN MEANS IN MATH OF STUDENTS IN MULTIAGE GROUPS AND SIXTH GRADERS IN TRADITIONAL GROUPS

Grouping	*n*	Mean	*SD*	*df*	*t*
Traditional	27	52.800	8.974	85	6.694*
Multiage	60	72.000	13.445		

*$p < .05$.

The *t*-test results support the conclusion that there is a significant difference between the scores of the students in the traditional group and in the multiage group for math. The students in the multiage group scored significantly better in math than the sixth-grade students in the traditional group.

Null Hypothesis 2. There is no significant difference between the performance in reading of students who are multiage grouped and sixth graders who are traditionally grouped in a selected school system.

Table 4 shows the *t* test for Null Hypothesis 2. The degrees of freedom are 85 (calculated as 27 + 60 - 2). From table 4, at 85 degrees of freedom $1.66 < t < 1.67$ at the .05 level. Since the computed *t* value of 5.091 is greater than the *t* value of 1.67, the null hypothesis is rejected.

TABLE 4

T TEST BETWEEN MEANS IN READING OF STUDENTS IN MULTIAGE GROUPS AND SIXTH GRADERS IN TRADITIONAL GROUPS

Grouping	*n*	Mean	*SD*	*df*	*t*
Traditional	27	51.367	10.581	85	5.091*
Multiage	60	67.400	14.534		

*$p < .05$.

The t-test results support the conclusion that there is a significant difference between the scores in reading of the sixth-grade students in the traditional group and the students in the multiage group. The students in the multiage group scored significantly better in reading than the sixth-grade students in the traditional group.

Null Hypothesis 3. There is no significant difference between the performance in mathematics of students who are multiage grouped and seventh graders who are traditionally grouped in a selected school system.

Table 5 shows the t test for Null Hypothesis 3. The degrees of freedom are 91 (calculated as 33 + 60 - 2). From table 5, at 91 degrees of freedom $1.66 < t < 1.67$ at the .05 level. Since the computed t value of 4.460 is greater than the t value of 1.67, the null hypothesis is rejected.

TABLE 5

T TEST BETWEEN MEANS IN MATH OF STUDENTS IN MULTIAGE GROUPS AND SEVENTH GRADERS IN TRADITIONAL GROUPS

Grouping	n	Mean	SD	df	t
Traditional	33	59.817	10.463	91	4.460*
Multiage	60	72.000	13.445		

*$p < .05$.

The t-test results support the conclusion that there is a significant difference between the scores in math of the seventh-grade students in the traditional group and the students in the multiage group. The students in the multiage group scored significantly better in math than the seventh-grade students in the traditional group.

Null Hypothesis 4. There is no significant difference between the performance in reading of students who are multiage grouped and seventh graders who are traditionally grouped in a selected school system.

Table 6 shows the t test for Null Hypothesis 4. The degrees of freedom are 91 (calculated as 33 + 60 - 2). From table 6, at 91 degrees of freedom $1.66 < t < 1.67$ at the .05 level. Since the computed t value of 4.095 is greater than the t value of 1.67, the null hypothesis is rejected.

TABLE 6

T TEST BETWEEN MEANS IN READING OF STUDENTS IN MULTIAGE GROUPS AND SEVENTH GRADERS IN TRADITIONAL GROUPS

Grouping	n	Mean	SD	df	t
Traditional	33	55.250	11.533	91	4.095*
Multiage	60	67.400	14.534		

*$p < .05$.

The t-test results support the conclusion that there is a significant difference between the scores in reading of the seventh-grade students in the traditional group and the students in the multiage group. The students in the multiage group scored significantly better in reading than the seventh-grade students in the traditional group.

Since each computed t value in tables 3, 4, 5, and 6 is greater than the t value of 1.67 in the t table, each null hypothesis associated with each table can be rejected. This, then, would support the conclusion that there is a significant difference between the scores of the students in the traditional group and the students in the multiage group on each grade level for reading and mathematics. The students in the multiage group scored significantly better than the students in the traditional group in both reading and mathematics for each of the indicated grade levels.

Summary

The results of the t tests support the conclusion that there is a significant difference between the scores of students in the traditional group and the scores of students in the multiage group on the sixth- and seventh-grade levels for reading and mathematics. The students in the multiage group scored significantly better than the students in the

traditional group in both reading and math for each of the indicated grade levels.

CHAPTER VI

FINDINGS, CONCLUSIONS, IMPLICATIONS, RECOMMENDATIONS, AND SUMMARY

The purpose of this study was to examine the impact of multiage grouping on achievement on the ITBS of students placed in this organizational alternative approach as compared to the traditional classroom structure. In this chapter the findings, conclusions, implications, recommendations, and summary of the research project are reported.

Findings

Data were collected for this study from results of the ITBS and direct observations by the researcher. The statistical report from the Iowa Test of Basic Skills (ITBS) in mathematics and reading generated and supported the following findings:

1. There was a statistically significant difference between the performance in mathematics of students who were multiage grouped and sixth graders who were grouped traditionally in a selected school system. The students in multiage groups scored significantly higher in math than the sixth-grade students in traditional groups.

2. There was a statistically significant difference between the performance in reading of students who were multiage grouped and sixth graders who were grouped traditionally in a selected school system. The students in multiage groups scored significantly higher in reading than the sixth-grade students in traditional groups.

3. There was a statistically significant difference between the performance in mathematics of students who were multiage grouped and seventh graders who were grouped traditionally in a selected school system. The students in multiage groups scored significantly higher in math than the seventh-grade students in traditional groups.

4. There was a statistically significant difference between the performance in reading of students who were multiage grouped and seventh graders who were grouped traditionally in a selected school system. The students in multiage groups scored significantly higher in reading than the seventh-grade students in traditional groups.

Overall, the multiage grouped students in sixth and seventh grades scored significantly higher in math and reading when compared with the sixth and seventh graders grouped traditionally.

The multiage classroom lends itself to program flexibility and is appropriate as groups are continually changing. Observation revealed that a variety of grouping patterns exist, with the focus being on accommodating the

diversity existing in the classroom. Groups were sometimes deliberately designed and often were created by students, depending on the purpose and project. The teachers stated that flexibility more appropriately addressed the different learning styles and learning rates of students. Flexible grouping allowed all students room to become "experts" in some area of interest. Using this flexibility, students were observed in groups for problem solving, specific needs, reinforcement, interests, learning styles, or simply friendship. Whatever the purpose or reason, flexible grouping fostered cooperation, increased motivation and enthusiasm, and strengthened and promoted continuous achievement as students moved through the curriculum at their own rate without limitations.

The flexible grouping patterns provided for a natural flow of learning, supporting a more developmentally appropriate approach to meeting the needs of children based on ability, achievement, interest, talents, study habits, learning styles, and learning rates. With flexibility came peer tutoring, cooperative learning strategies, enhancement of group and individual responsibility, and a climate of support, enthusiasm, and nurturance. The researcher witnessed activities of groups where the unconditional support of students for others was demonstrated. Students, regardless of age, prompted, encouraged, and complimented each

other as they worked through an activity with amazing results in productivity and creativity.

Program flexibility lent itself to more planning by the teachers: unit or theme approaches dictated that objectives and not textbooks be taught. Activities were designed to provide for right-brain and left-brain students, thus addressing the learning styles and rates evidenced in heterogeneous grouping and diversity. Individual needs were met as units revolved around a focus on the objectives to be taught and unity through grouping patterns.

The research study focused on heterogeneous grouping, recognition of and value for diversity, cooperation, a positive and relaxed climate, and program flexibility. Data were collected for this study from results of the ITBS and direct observations by the researcher. Analysis of the data clearly supported heterogenous grouping, recognition of and value for diversity, cooperation, a positive and relaxed climate, and program flexibility, all characteristics of the multiage classroom as defined in the literature. Each characteristic influenced another as they overlapped: one never dominated another but supported and encouraged growth of another.

Conclusions

Although the multiage team has been successful in some middle schools in this school system, it cannot be

interpreted as better than a traditional classroom, but for this group it did have better results as reported by the ITBS. An alternative approach to grouping students in a more developmentally appropriate environment can be advantageous in some populations. The multiage organizational program at these schools is designed to promote continuous achievement for students in a more barrier-free environment. This organizational structure is challenging to a teacher who undertakes this alternative program.

What the multiage alternative program has been found to offer as a benefit to both student and teacher is a creative learning and teaching environment which is more in line with the reality of a student's normal life. The teacher is constantly assessing a child's progress in comparison to ability and meeting needs appropriately. Timing and pacing of learning become the focus versus the grade placement of specific tasks. What is studied is a child's total development: what is learned and the process through which the learner internalizes and manipulates the learning.

The multiage organizational programs, by nature, are heterogeneous in composition because of the combining of students in the sixth, seventh, and eighth grades. This heterogeneity leads to diversity, not only in age and maturity levels, but in abilities, interests, learning styles, and learning rates. The multiage teams were found to celebrate the diversity created by heterogeneous grouping and to

celebrate the individual student and all that he or she brings to the group. There is an unconditional acceptance as students learn and model respect, empathy, and support for one another. Each student is allowed and given the freedom to be an individual.

Through acceptance is generated a sense of cooperation instead of competition. Older children and younger children work together in peer tutoring, mentoring, and cooperative learning activities, changing roles frequently depending on the activity, ability levels, interests, and expertise of the members. Cooperation was also seen as challenging students to higher level thinking through creative problem solving and group decision making.

The positive, relaxed climate supported the growth of all other characteristics. Students had the freedom to develop at their own pace while they learned self-motivation and self-discovery. No stigma was attached to a slower learner and because of the cooperation and sense of ownership of the teams displayed by the students, there were virtually no discipline problems as students were positive, relaxed, respectful of each other, and expected their classmates to be the same.

Although noise and movement were not defined as a benefit, they are in need of being addressed when discussing climate. Due to the nature of the program, the room lended itself to creative noise and movement not necessarily found

in traditional classrooms. Many may view this as distracting, but close scrutiny by an observer would find creative communication and active engagement of the students in a myriad of learning opportunities.

Indeed, during the observations by the researcher, there was evident in this alternative approach a difference in the learner and the subject matter: planned flexibility in grouping maximizes student growth. Students were grouped by achievement, interests, work-study habits, and other heterogeneous patterns, cutting across grade and age barriers, increasing productivity, creativity, and higher level processing. The environment adapted to the student, not the student to the environment, and focused on the individual's learning style, learning rate, and experiences.

The multiage alternative approach was found to simply create an alternative educational program in which instructional practices reflect more appropriately the developmental stages of children. It offered an environment more consistent with their world, where individual learning rates and styles were taken into consideration when designing activities for units of study.

Implications

Do the results of this study have implications on both the local school administrator and at the system level for any school wanting to implement a multiage classroom

organizational program? Indeed, there were many implications, and when broken down it was discovered that the local school has the advantage in creating and implementing a program that meets the developmental needs of students while not impacting on budgets either locally or system-wide. The major implications involved teacher selection, staff development, parent communication, financial support, space and facility needs, and administrative responsibility in assessment and evaluation of this alternative program.

Teacher selection was the most crucial issue, as the personnel component in this multiage classroom was the most significant factor involved in having a successful program. It became the responsibility of the principal to ensure that the best teachers for the program were selected. This organizational program, with heterogeneity, diversity, and necessary flexibility, requires that the teacher was experienced in individualizing the curriculum, understood the developmental needs of children, was organized, and was able to assess and diagnose learning styles and design appropriate learning strategies, in addition to having effective classroom management skills.

This organizational program can be difficult for a teacher; therefore, the professional who challenges himself or herself to teach this must be committed to working toward its success. Administrators should first counsel with volunteers to ensure an understanding of the program and

commitment to its successful implementation. Should a volunteer not be forthcoming, discussion should be held with any teacher the administrator assesses to be an appropriate candidate for teaching this alternative program. If either avenue does not produce the appropriate teacher willing to commit the time, effort, and enthusiasm needed, then implementation should be postponed. The teacher is the single most significant factor in successful implementation of the multiage classroom organizational program.

Staff development involves two components. First, the local school faculty should develop an understanding of this program. Every member of the local school staff should have an understanding of the multiage classroom program in order to help parents make an informed decision about their child's placement. Teachers can assist the prospective student's parents when the teachers are knowledgeable about the program benefits, organizational structure, philosophy, and placement requirements. On a system level, staff development should involve an overview of the program: its definition, characteristics, benefits, placement procedures, and selected teacher requirements. For teachers and administrators interested in implementation, the most effective staff development involves on-site visitation and follow-up discussions. While this alternative program may appear on paper as successful and a panacea for meeting the needs of students, one needs to visually experience the program in

action and talk with the teachers to effectively understand this multiage organizational program. It is not a program that is right for all children, and it is that factor that necessitates a visual understanding of the program.

The results of this study further imply that parent communication must be ongoing. Because this program offers continuity over a maximum of three years, depending on when a child enters, parents should know the extent and the manner in which the curriculum is being met. It becomes important to continually involve and educate parents about the benefits of this multiage classroom program. Furthermore, parents not having students in this program should also receive information concerning this alternative program and its benefits which would, first, assist in decision making concerning prospective placement should the opportunity present itself and, second, keep the general parent community informed of innovative school programs.

An important implication involves financial responsibility by the local school and school system in implementing the multiage classroom program. There are no additional financial commitments needed to implement this program beyond the current budget categorical allotments. The local administrators can adjust discretionary accounts to meet any instructional needs of multiage classroom teachers; however, flexible use of existing personnel, materials, supplies, and textbooks has been found to be

sufficient and not generate the need for additional funding. In this economy, superintendents and principals generally look favorably on and offer support for most instructionally sound programs to benefit students if no additional funds are required.

A close examination should be given to the existing facility and space offerings when assigning a room for this multiage program. A needs assessment should be conducted to facilitate room assignments. It has been found that maximum storage space is needed for the variety and number of materials used in a multiage classroom for curriculum implementation.

What are the implications for the administration in terms of program implementation? First, it is imperative that administrators be willing to give the majority of ownership of the program to the implementing teacher(s) with the understanding that all appropriate support staff will be available for any and all assistance. Along with this, and sometimes the most difficult for administrators, is that the administrators must trust the teacher(s) to implement the program in the most effective way to meet the needs of the students.

Third, administrators must be flexible. What works in the traditional classroom and under the traditional system may present challenges for the multiage classroom teacher. Administrative flexibility in creative problem

solving, scheduling, grading and reporting procedures, and expectations is imperative. Fourth, administrators should be available to offer assistance when requested and know where to locate assistance, if needed, beyond the local school. And finally, the administrator must have a sense of humor. There are challenging situations that only having a sense of humor will help!

Assessment and evaluation of the program is perhaps the most challenging in implications. Standardized test scores are only one means of assessing progress in curriculum areas. However, not all grade levels are administered standardized tests; and even if they were, would that be an appropriate measure of program success?

Comparison of reading and mathematics levels of multiage classroom students to those in traditional classrooms reveals whether or not student pacing and achievement in curriculum areas are progressing satisfactorily. Parent feedback, teacher assessment and communication, and direct observations give additional information when evaluating the program's effectiveness.

The implications of this study can have a far-reaching impact on the school climate and students if an administrator and teacher are willing to take a risk. This multiage team organizational program is challenging to all involved and requires total commitment for successful implementation. This organizational program can offer students

an environment that is developmentally appropriate and meets their individual learning styles and rates instead of requiring them to adjust themselves to a predetermined learning environment. It is not for all students: it is not more than, less than, or better than, but simply different. It is simply an alternative.

Recommendations

The findings of this study have indicated that, first, the multiage team organizational program has been successful in offering an alternative instructional approach. Second, there are characteristics which specifically support a multiage team program and promote success for students. Finally, these characteristics are in existence in the multiage teams. If the multiage team organizational program is to continue to be implemented as an alternative instructional strategy, consideration should be given to the following recommendations:

1. Because physical space within the physical plant is limited, the multiage group should be assigned those classrooms that offer adequate and appropriate floor and storage space to accommodate the needs and movement of the program.

2. Multiage classroom teachers and any additional appropriate personnel should conduct a staff development

inservice workshop at least once a year. This same inservice format, also, would be presented on a system-wide level at least once a year with any needed adjustments made for the audience.

3. When developing the budget, attention should be given to the instructional needs of the multiage classrooms and funds should be allocated to address their wide range of instructional needs.

Summary

The purpose of the study was to investigate the effect of multiage grouping on student achievement in the areas of mathematics and reading as compared to student achievement in mathematics and reading in a traditional setting.

The participants in this study were 60 sixth-grade students and 60 seventh-grade students. Thirty of the sixty sixth-grade students were on the multiage team, and thirty sixth-grade students were on the traditional team. Thirty seventh-grade students were on the multiage team, and thirty seventh-grade students were on the traditional team.

Student achievement in reading and mathematics was determined according to the standardized test results of the Iowa Test of Basic Skills. Parent and student questionnaires were administered to assess parents' and students' perceptions of the alternative approach to learning.

The ITBS results revealed that students in the multiage groups scored higher in reading and math over the students in the sixth and seventh grade in the traditional setting. A closer look by the principal and staff is, therefore, needed to determine how effective an alternative model would be for a larger segment of the middle school population.

APPENDIX A

SCHOOL WITHIN A SCHOOL
STUDENT APPLICATION

NAME _____

WHAT ARE SOME OF YOUR HOBBIES? _____

_____

IN A PARAGRAPH TELL WHY YOU WANT TO BE PART OF ARTS.

_____

_____

_____

_____

_____

_____

I understand that ARTS is a comprehensive, integrated approach to learning and will require a commitment from me as well as my child. I also agree that my child be given the OLSAT (ability test) along with the IOWA (achievement test) to assess learning performance.

PARENT SIGNATURE_____ DATE_____

FORWARD APPLICATION TO:
WOODLAND MIDDLE SCHOOL
2816 BRIARWOOD BLVD.
EAST POINT, GEORGIA 30344
404-346-6420

ATTN: BARBARA MORROW, PRIN./BRINDA BRIDGES, ASST. PRIN.

APPENDIX B
PACING CHART

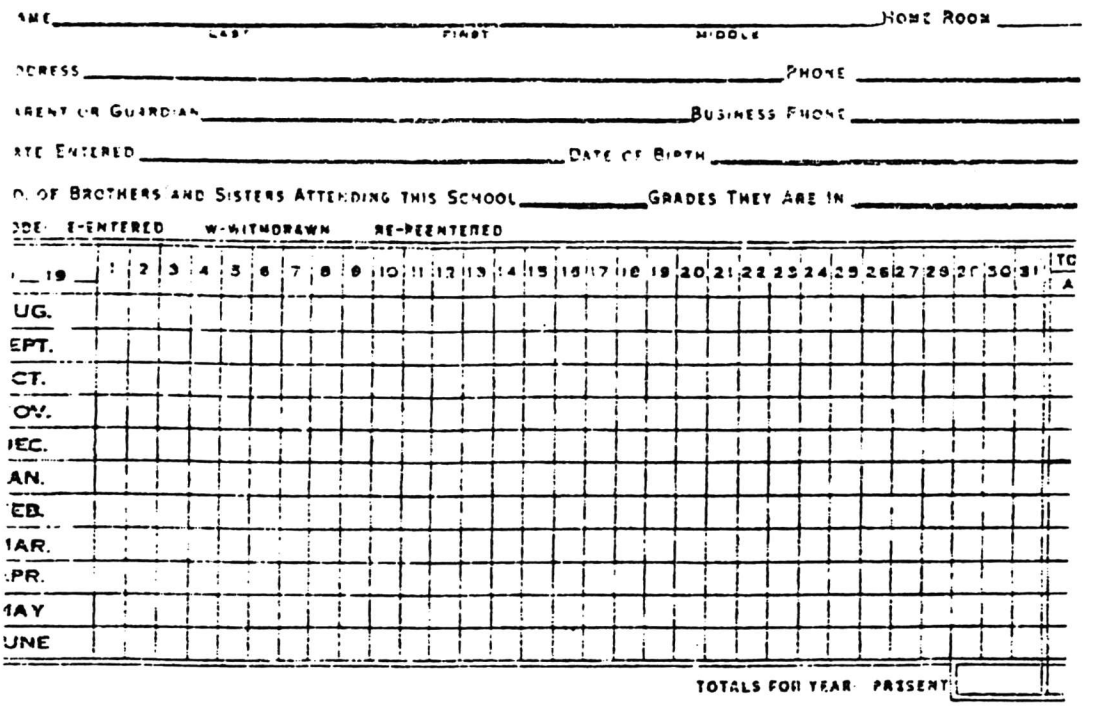
Group Record of Individual Progress for Mathematics Performance Assessment - Level 18

	Assessment	# 1	# 2	# 3	# 4	# 5	# 6	# 7	# 8	# 9	# 10	
	Objectives	001-002	003	004	005-008	9	010-012	013	014-015	016-018	019	
Name	Criteria	7/10	Yes/No	2/3	7/10	3/4	3/5	12/15	2/3	Yes/No	2/3	

Teacher: _____ Date: _____

APPENDIX C

ATTENDANCE CARD



FULTON COUNTY SCHOOLS

CLASS ROSTER

FORM NO. CR-010 7/92

SCHOOL NAME:

SCHOOL NUMBER	GRADE	SECTION NUMBER	ATT. MONTH	TOTAL NUMBER OF DAYS ABSENT

ACADEMIC YEAR:

BEGINNING DATE:

ENDING DATE:

USE NO. 2 PENCIL ONLY

	FTE NUMBER	STUDENT NAME
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
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25		
26		
27		
28		
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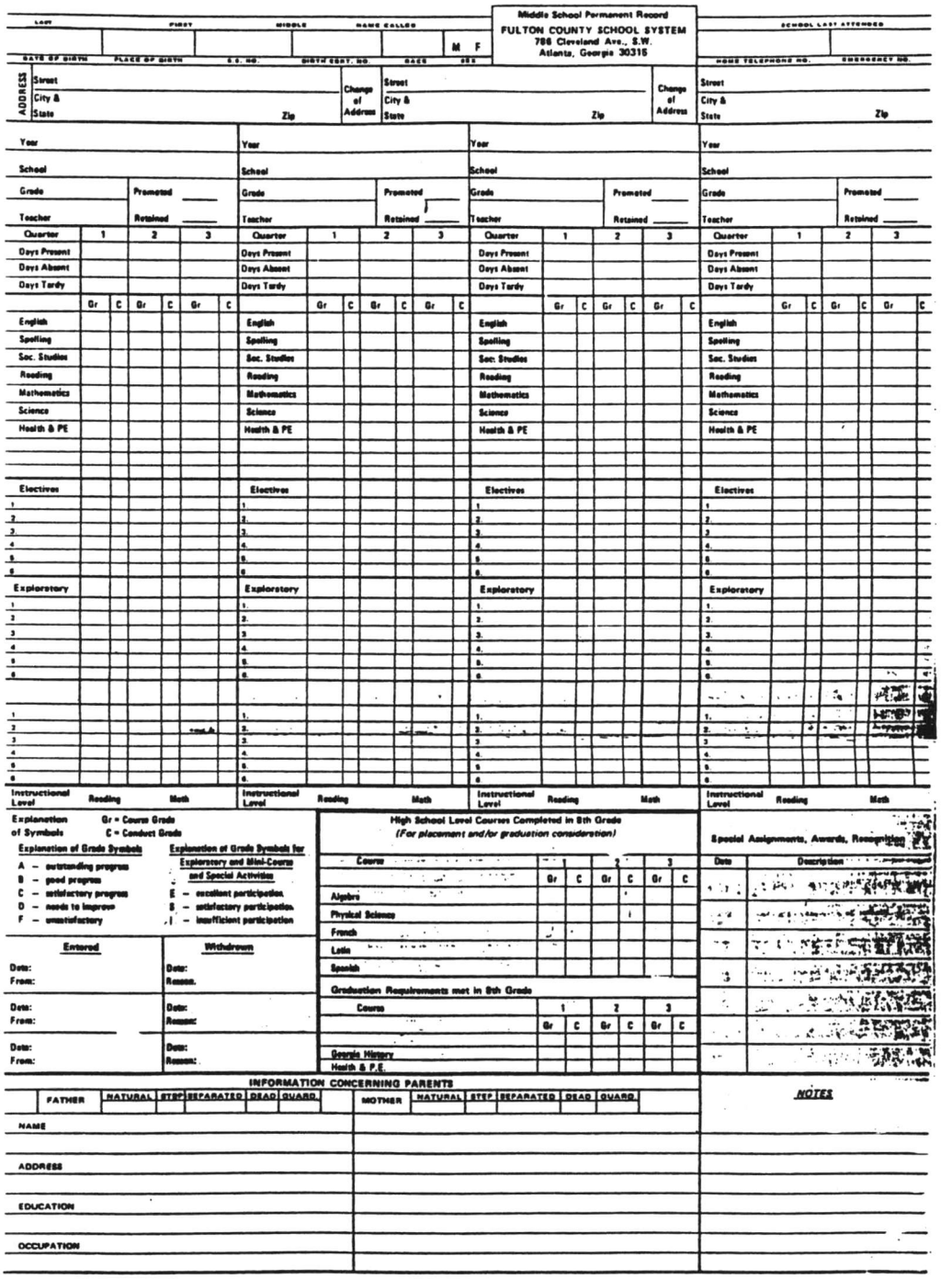
32		
33		
34		
35		
36		
37		
38		
39		
40		

THE INFORMATION CONTAINED ON THIS ROSTER IS CORRECT TO THE BEST OF MY KNOWLEDGE.

TOTAL NUMBER OF STUDENTS ACTIVELY ON ROLL AT END OF ATTENDANCE MONTH.

Printed in U.S.A. Trans-Optic by NCS EP-46306:3 A1503

APPENDIX D
PERMANENT RECORD FOLDER



Middle School Permanent Record
FULTON COUNTY SCHOOL SYSTEM
786 Cleveland Ave., S.W.
Atlanta, Georgia 30315

LAST | FIRST | MIDDLE | NAME CALLED | M F
DATE OF BIRTH | PLACE OF BIRTH | S.S. NO. | BIRTH CERT. NO. | RACE | SEX
SCHOOL LAST ATTENDED
HOME TELEPHONE NO. | EMERGENCY NO.

ADDRESS
Street
City & State | Zip | Change of Address

Year
School
Grade | Promoted ____ | Retained ____
Teacher

Quarter 1 2 3
Days Present
Days Absent
Days Tardy

	Gr	C	Gr	C	Gr	C
English						
Spelling						
Soc. Studies						
Reading						
Mathematics						
Science						
Health & PE						
Electives						
1						
2						
3						
4						
5						
6						
Exploratory						
1						
2						
3						
4						
5						
6						
1						
2						
3						
4						
5						
6						

Instructional Level | Reading | Math

Explanation of Symbols: Gr = Course Grade; C = Conduct Grade

Explanation of Grade Symbols
A – outstanding progress
B – good progress
C – satisfactory progress
D – needs to improve
F – unsatisfactory

Explanation of Grade Symbols for Exploratory and Mini-Course and Special Activities
E – excellent participation
S – satisfactory participation
I – insufficient participation

Entered
Date:
From:

Withdrawn
Date:
Reason:

High School Level Courses Completed in 8th Grade
(For placement and/or graduation consideration)

Course	1 Gr	1 C	2 Gr	2 C	3 Gr	3 C
Algebra						
Physical Science						
French						
Latin						
Spanish						

Graduation Requirements met in 8th Grade

Course	1 Gr	1 C	2 Gr	2 C	3 Gr	3 C
Georgia History						
Health & P.E.						

Special Assignments, Awards, Recognition

Date	Description

INFORMATION CONCERNING PARENTS

FATHER	NATURAL	STEP	SEPARATED	DEAD	GUARD.	MOTHER	NATURAL	STEP	SEPARATED	DEAD	GUARD.

NAME
ADDRESS
EDUCATION
OCCUPATION

NOTES

FORM 60-1980

STUDENT ENROLLMENT FORM

Today's Date : _____ School: _____ FULTON COUNTY SCHOOLS STUDENT ENROLLMENT FORM 815-1 Rev. 1/93

(1) STUDENT INFORMATION — Please print all information clearly.

Student's Last Name | First Name | Middle Name | Suffix | Preferred Name

Mo/Day/Yr of Birth | City and State or Province of Birth | Birth Certificate # | Student's Social Sec. Number

Home Address: Street # and Name | Apt. # | City | ZIP | Plus-4

Home Phone: ( ) _____ Complex/Subdiv. Name: _____

Mailing Address: (If Different) Street # and Name, Apt#, or Post Office Box | City | ZIP | Plus 4

Circle One: May the name, address, and phone number above be released for the student directory? Y N

Circle one in each group:
Sex: M - Male, F - Female
Race: A - Asian, B - African-American, H - Hispanic, M - Multiracial, N - Nat. Indian/Alaskan, O - Other, W - Caucasian

(2) PARENT/GUARDIAN INFORMATION (Complete a box for each parent, step-parent, or guardian; add page if necessary.)

Name: Last First Middle Suffix

Home Address & Phone If Different From Student's:

Address:
City/State/ZIP+4:
Home Phone: ( )
Occupation:
Business Name:
Business Address:
City/State/ZIP+4:
Business Phone: ( ) Ext.

Circle Relation to Student: MO-Mother, FA-Father, SM-Stepmother, SF-Stepfather, LG-Legal Guardian, OT-Other

Student Lives With? Y N
Has Custody? Y N
May Pick Up Student? Y N
Works for federal government or on federal property? Y N

(Duplicate block for second parent/guardian)

(Duplicate block for third parent/guardian)

(3) MEDICAL/ EMERGENCY/SIBLING INFORMATION

Family Physician:
Last, First Names _____ Phone: ( ) _____ Ext.

Note medical problems, medication requirements, life threatening allergies, and other special instructions:

Persons (other than parents) to be called in an emergency:

Last Name, First Name	Phone Number	(Ext.)	Relationship	Allowed to check student out of sch?
	( )			Y N
	( )			Y N

List brothers and sisters in Fulton County schools (add page if necessary):

Last Name, First Name	Last Name, First Name

I certify that all information on this form is correct to the best of my knowledge.

Parent/Guardian Signature SIGN HERE

(4) ENROLLMENT INFORMATION

Last School Attended *Circle Category # and fill in requested data:*
1 - This School
2 - Another Fulton County School
3 - Another Georgia Public School
4 - Public School in Another State
5 - Private School in Georgia
6 - Private School in Another State
7 - School in Another Country
8 - First Time Attending School

School Name _____
City and State _____
Enrolled From ___/___/___ to ___/___/___

If Not Native of USA:
Country of Birth _____
Native Language _____
Alien Registration Number _____
Date First Entered a USA School (mm/dd/yy) _____

Has the student ever received services in the following programs?
SIA ..... Y N Gifted ..... Y N
Chapter I ..... Y N Remedial Ed. ..... Y N
ESOL ..... Y N
Spec. Education ... Y N Area if Yes _____
Other Programs (Specify) _____

(5) FOR SCHOOL USE ONLY

Entry Date: ___/___/___
Grade Assigned: ____
Homeroom/Advisement: ____

FULTON COUNTY BOARD OF EDUCATION

Immunization Code (Circle One)
G - Georgia Certificate
R - Religious Waiver
T - Temporary Certificate
W - 30-Day Waiver
M - Medical Exemption
O - 60-Day Out-of-State Waiver
Follow-Up Date ___/___/___

Ear, Eye, Dental Form? Y N

Emergency Signature Card? Y N

Lunch Ticket Number: _____

High School Course of Study (Circle One):-
C - College Preparatory G - General V - Vocational S - Special Education
Date first entered ninth grade (month/year): ___/___

High School Only: I have received a student handbook.
Student Signature _____

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